

864-885-5016

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# THE STATE OF SOUTH CAROLINA

2003

AVERAGE

Below Average Unsatisfactory

UNSATISFACTORY

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

the states nationally. To achieve this goal, we must become one of the fastest

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PERFORMANCE T		

**Our School** 

**Mathematics** 

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003 2004	Average	Unsatisfactory	No

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

English/Language Arts

Middle Schools with Students like Ours

English/Language Arts

### **Definition of Critical Terms**

**Mathematics** 

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	207	153
Percent satisfied with learning environment	80.5%	79.7%	75.3%
Percent satisfied with social and physical environment	85.4%	85.7%	60.4%
Percent satisfied with home-school relations	63.4%	86.8%	76.7%

PACT PERFORMANCE BY GROUP  [Friding of the block of the b								
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	EMO	9/0 0/0	, / 9/9	0/0	0/0	0/0	0/0/6/1	All st
			Ei	iglish/Lar	iguage Ai			
All students	841	99.6	34.2	39.6	21.9	4.3	26.2	17.6
Gender	4							
Male	444	99.3	43.8	39.9	14.2	2.2	16.4	17.6
Female	397	100.0	23.9	39.3	30.2	6.6	36.9	17.6
Racial/Ethnic Group								
White	554	99.8	26.7	40.6	26.9	5.8	32.7	17.6
African-American	257	99.2	51.0	36.5	10.8	1.7	12.4	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	23	100.0	33.3	50.0	16.7	N/A	16.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	687	100.0	24.7	43.8	26.3	5.2	31.5	17.6
Disabled	154	98.1	80.0	19.3	0.7	N/A	0.7	17.6
Migrant Status				,				
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	841	99.6	34.1	39.6	21.9	4.3	26.2	17.6
English Proficiency	0	100.0	NI/A	NI/A	NI/A	NI/A	NI/A	47.C
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient Socio-Economic Status	838	99.6	34.1	39.6	22.0	4.3	26.3	17.6
Subsidized meals	250	99.4	50.8	38.1	10.2	0.9	11.1	17.6
Full-pay meals	350	99.4	22.1	40.6	30.5	6.8	37.3	17.6
i uli-pay moais	486	33.0	22.1	40.0	30.5	0.0	31.3	17.0
				Mathe	matics			
All students	841	99.6	25.5	39.8	20.1	14.6	34.7	15.5
Gender	041	00.0	20.0	00.0	20.1	11.0	01.1	10.0
Male	444	99.3	28.8	39.3	16.6	15.4	32.0	15.5
Female	397	100.0	22.0	40.3	23.9	13.8	37.7	15.5
Racial/Ethnic Group	001	10010	22.0	1010	20.0	10.0	0111	10.0
White	554	99.5	17.3	37.5	25.0	20.2	45.2	15.5
African-American	257	100.0	43.0	45.5	8.7	2.9	11.6	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	23	100.0	27.8	44.4	22.2	5.6	27.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	687	99.7	18.1	41.2	23.2	17.5	40.7	15.5
Disabled	154	99.4	61.0	33.1	5.1	0.7	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	841	99.6	25.4	39.8	20.1	14.6	34.7	15.5
English Proficiency		100.6	N1/4	N1/A	N1/A	NI/A	NI/A	45.5
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	838	99.6	25.4	39.9	20.2	14.5	34.7	15.5
Socio-Economic Status		00.=	0= 0	40.0			45.0	1
Subsidized meals	350	99.7	35.9	48.8	11.4	3.9	15.3	15.5
Full-pay meals	486	99.6	17.9	33.1	26.5	22.5	49.0	15.5

# PACT PERFORMANCE BY GRADE LEVEL

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		, ur	ELL LESTI	lested on Be	ONBO	Basic ol	oroficia	Advanced Advanced
		Enrol	ayo' Testing	, olo Be	8, 0/0	0/1	0/0	0/0/0
				English	n/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 6	260	N/A	27.9	35.3	28.7	8.1	36.8
	Grade 7	287	N/A	33.1	42.7	21.7	2.5	24.2
	Grade 8	292	N/A	33.0	41.9	22.0	3.1	25.1
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	289	99.7	28.3	40.1	25.3	6.3	31.6
	Grade 7	290	99.7	37.4	37.4	23.3	1.9	25.2
	Grade 8	262	99.6	37.2	41.3	16.6	4.9	21.5

				M	athematio	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	260	N/A	30.5	40.5	18.9	10.0	29.0
	Grade 7	287	N/A	39.9	33.5	12.5	14.2	26.7
•	Grade 8	292	N/A	30.2	48.1	17.2	4.5	21.6
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	289	99.3	18.6	36.4	26.0	19.0	45.0
	Grade 7	290	99.7	27.7	37.3	20.7	14.4	35.1
	Grade 8	262	100.0	30.8	46.2	13.0	10.1	23.1

# SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 845)				
Students enrolled in high school credit courses (grades 7 & 8)	7.5%	Down from 11.4%	20.2%	14.4%
Retention rate	5.2%	Up from 4.5%	1.8%	2.3%
Attendance rate Eligible for gifted and talented	96.9%	Down from 99.4%	95.5%	95.2%
	19.1%	Up from 17.3%	19.1%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	18.5%	Down from 21.1%	14.5%	14.1%
	5.7%	Down from 6.6%	3.7%	4.9%
Suspended or expelled	2.2%	Down from 11.2%	1.1%	1.3%
Annual dropout rate	0.3%	Down from 0.9%	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	49.1%	Up from 47.3%	46.3%	47.1%
Continuing contract teachers	89.5%	Up from 85.5%	88.0%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	88.3%	Up from 82.4%	86.4%	84.3%
Teacher attendance rate Average teacher salary	93.6%	Down from 94.5%	95.5%	95.0%
	\$40,823	Up 2.6%	\$40,799	\$39,924
Prof. development days/teacher	12.7 days	Up from 7.5 days	10.1 days	10.7 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	3.0
Student-teacher ratio	20.8 to 1	Down from 21.8 to 1	22.8 to 1	21.0 to 1
Prime instructional time	89.4%	Down from 92.7%	89.5%	88.9%
Dollars spent per pupil*	\$5,260	Down 1.0%	\$5,880	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	56.8%	Down from 62.4%	62.3%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	94.3%	Up from 85.0%	96.5%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
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#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are very proud of our fine heritage at Seneca Middle School (SMS). Located in the foothills of Oconee County, SMS has approximately 840 students enrolled from four (4) feeder schools. We have had a very productive year at SMS in challenging the minds of our students. In efforts to keep up with PACT demands and the NO Child Left Behind initiative, SMS continued in the 2002-03 school year to provide numerous programs and courses to meet the needs of our students. SMS continued with Terrific Six and Accelerated Math in all math classes. Both offered a daily review of PACT skills. Accelerated Math provided a way to use technology to allow individualization. The Skills Bank program was used to offer additional math and ELA remediation based on the individual student's needs. All Language Arts classes continued with DOL, Daily Oral Language, everyday. Students benefited from the teaching of the writing process, audience, and purpose to help them as writers to become more confident and also become more articulate. Through the use of the APO Hub kits, students experienced an inquiry-based curriculum. The results from PACT scores will determine how well the Hub kits address the SC science standards.

Still in their infancy stages, STEPS (to assist with remediation and improving PACT scores), Robotics and Project Lead The Way (to cultivate problem-solving skills with hands-on activities) are still a part of our curriculum to challenge our students' minds.

Several community-based agencies such as the Paxen Program (to help students with reading and math skills, homework assistance and business perspective and life skills), the Communities in Schools program (an after school tutorial program - which increased its student enrollment from 30 to 45 students), and the MAPPS program (which incorporates healthy family planning, life skills, values, effective communication, and healthy relationships) aided in SMS's mission by providing challenging and meaningful educational experiences.

SMS boasts of its students' accomplishments which include several students winning district and statewide writing contests, Wildcat C-Team football posting its 2nd undefeated season, and our boys and girls' basketball teams winning the Big 4 Little 4 county tournament. SMS showcased its first ever Volleyball C-Team, Honors Chorus and Band students received superior and excellent ratings in various competitions.

Together, all of our stakeholders - faculty, staff, parents, and community of sponsors and volunteers - work very diligently on a daily basis to maximize learning for every student. NO CHILD WILL BE LEFT BEHIND.

Gene E. Williams

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.